WHETHER YOU ARE CONSIDERING alternative options to a career in academia, or your graduate studies are directly related to pursuit of a career outside of academia, it is important to know the job search process. Acquiring knowledge, performing research, and developing expertise in your chosen field of interest must be packaged in a way that employers will understand the value you offer to the company and how your qualifications relate to a specific position. The following information will assist you with this process.

TIMETABLE FOR JOB SEARCH

Summer Quarter
- Write/update resume and draft of cover letter.
- Compile listings of industries and companies of interest—begin to review their websites.
- Build network of contacts (renew, initiate)—take advantage of conferences/association memberships.
- Start networking: attend conferences, professional association meetings—meet other professionals.
- Target resume and cover letter to specific positions of interest—use the job posting as a guide.
- Keep track of applications.
- Prepare for interviews.

Fall Quarter
- Fall quarter is recruiting season for many industries: finance, accounting, business, and engineering, among others; recruiters host information sessions, attend career fairs, and post positions on BruinView™.
- In industries not addressed in fall recruiting, begin the job search now (see summer quarter tasks).

Winter/Spring Quarter
UCLA Career Center 2012-13

Recruitment Calendar

Hundreds of recruiters will be visiting UCLA this year. Currently registered UCLA students are invited to join us at the following programs, fairs, and targeted events.

### Fall 2012

**September**
- 26  Finance & Accounting Industry Focus
- 27  Industry Welcome Night
- 27  Instruction Begins

**October**
- 1   Career Center Information Sessions Begin
- 1-2  Business Information Session Showcase
- 8   On-Campus Recruiting Begins
- 18  Bruin Career Connections Fair
- 18  Bruin Career Connections Evening Interviews
- 19  Bruin Career Connections Interviewing Day
- 22-24  Engineering & Technical Information Session Showcase
- 23  Engineering & Technical Fair
- 23  Engineering & Technical Evening Interviews
- 24-26  Engineering & Technical Interviewing Days

**November**
- 12  Veterans Day Holiday
- 13  Summer Internship Information Session Showcase
- 14  Global Opportunities Night
- 15  Summer Internship Info Session Showcase
- 24-25  Thanksgiving Holiday

**December**
- 7   Instruction Ends

### Winter 2013

**January**
- 7   Instruction Begins
- 7   Career Center Information Sessions Begin
- 9   On-Campus Recruiting Begins
- 7-10  Business Information Session Showcase
- 9   Internship Night
- 15  Bruin Career Connections Fair
- 15  Bruin Career Connections Evening Interviews
- 16-18  Bruin Career Connections Interviewing Days
- 21  Martin Luther King, Jr. Holiday
- 23-25  Engineering & Technical Information Session Showcase
- 24  Engineering & Technical Fair
- 24  Engineering & Technical Evening Interviews

**February**
- 18  Presidents’ Day Holiday
- 20  Government & Nonprofit Night

**March**
- 15  Instruction Ends

### Spring 2013

**April**
- 1   Instruction Begins
- 1   Career Center Information Sessions Begin
- 3   On-Campus Recruiting Begins
- 8-12  Career Week
- 15  Health School Information Fair
- 24  International Student Opportunities Showcase

**May**
- 1   Bruin Career Connections Fair
- 2-3  Bruin Career Connections Interviewing Days
- 20  Reverse Networking Night
- 27  Memorial Day Holiday

**June**
- 7   Instruction Ends
- 15  Graduation

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The JumpStart Series®

We also invite currently registered UCLA students to register for The JumpStart Series® throughout the year.

Please go to career.ucla.edu/JumpStart and register today.

Scan this QR Code for more details.
SELF-ASSESSMENT & TRANSFERABLE SKILLS

ASSESSING YOURSELF
Consider your skills, interests, values, and particularly, your accomplishments. Your skills, accomplishments, and experiences will be listed on your resume. Pay particular attention to the skills and qualifications that an employer seeks (as stated on the job posting and through information detailed on their website). Target your resume to the position.

TRANSFERABLE SKILLS
As a graduate student and researcher, you have documented many facts that will be reviewed and analyzed over time, giving rise to the ultimate presentation of your dissertation. However, it is not likely that you have taken the time to document the skills you have that you utilize daily in this effort, and less so, the skills you have developed over time and take for granted. In fact, many graduate students underestimate the transferable skills they have honed throughout their education and life experience.

When it comes to considering options outside the world of academia, these same diligent researchers often utter the phrase “but I don’t have any skills.” This, of course, is not the case. The following is a list of transferable skills that you may lay claim to and incorporate into a resume, cover letter, and interview discussion. In addition to the skills, think about examples that demonstrate these skills. Organize the list in a hierarchy that correlates to the requirements of the job under consideration.

TRANSFERABLE SKILL CATEGORIES

Research & Information Management
• Identify sources of information applicable to a given problem
• Gather relevant information using library and internet resources
• Understand and synthesize large quantities of information
• Design and analyze surveys
• Develop organizing principles to sort and evaluate data effectively

Analysis & Problem-Solving
• Define a problem and identify possible causes
• Comprehend a large amount of information and identify the elements relevant to the problem at hand
• Form and defend independent conclusions
• Design an experiment, plan, or model that defines a problem, tests potential resolutions and/or implements a solution
• Develop criteria to evaluate different possible courses of action

Project Management & Organization
• Manage a project from beginning to end
• Manage several projects at once
• Identify goals and/or tasks to be accomplished
• Develop realistic timeline for completion of project
• Prioritize tasks
• Anticipate potential problems
• Maintain flexibility in the face of changing circumstances (new information or a change in resource availability)

Interpersonal & Leadership Skills
• Facilitate group discussions or conduct meetings
• Motivate others to complete projects (group or individual)
• Respond appropriately to positive or negative feedback
• Effectively mentor subordinates and/or peers
• Collaborate on projects
• Teach skills or concepts to others
• Able to navigate complex bureaucratic environments

Written & Oral Communication
• Prepare concise and logically written materials
• Organize and communicate ideas effectively in oral presentations to small and large groups
• Ability to write at all levels—brief abstract to book-length manuscript
• Attentive to audience knowledge and needs and able to shape oral and written presentations appropriately
• Debate issues in a collegial and courteous manner and effectively participate in group discussions
• Use logical argument to persuade others
• Explain complex or difficult concepts in basic terms and language
• Write effective grant proposals
• Knowledge of foreign languages

Self-Management & Work Habits
• Work effectively under pressure and to meet deadlines (good time management)
• Comprehend new material and subject matter quickly (fast learner)
• Work effectively with limited supervision
• Able to thrive in a competitive environment
• Disciplined worker
• Attentive to detail

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www.careercenter.umich.edu/students/gradservices/nonacademic/transfer.html
GATHERING INFORMATION ABOUT CAREERS, JOBS AND EMPLOYERS

THERE ARE MANY WAYS to learn about careers and opportunities. Publications, internet resources and professionals themselves are a few of the ways.

• UCLA Career Library/Lab—2,500 publications on careers, industries, employers and much more
• Employer Information Sessions—hosted by the Career Center—see BruinView™
• Bruinworks.com—UCLA Alumni database of those willing to discuss their career paths
• Company websites
• Professors, friends, family
• Informational Interviews—personal interviews with people who are doing what you think you might like to do

What are the benefits of conducting an Informational Interview?
• Provides you with a realistic grasp of a career, industry, or company you’re considering by talking to current professionals.
• Evaluate whether your career of interest is compatible with who you are (personality, interests, values, skills and lifestyle).
• Receive specific suggestions and ideas on where to acquire experience.
• Expand your network of contacts for future opportunities.
• Gain referrals to other professionals for additional perspectives.

Are Informational Interviews only for students?
Not at all. Informational interviews are appropriate for first-year students through alumni. If you are in the process of choosing a career path, beginning a job search, or transitioning to a different career, the informational interview can be an excellent tool to explore your options and increase your career knowledge.

How does the Informational Interview work?
The informational interview works best if it is done in person in the setting that you are interested in working (i.e., a hospital, investment bank, consulting firm, or nonprofit organization, etc.). However, it can also be done by telephone and Skype.

How do I set up an Informational Interview?
Many career counselors recommend a written request followed by a phone call. This professional and respectful approach can have a more favorable response. The letter serves as a preliminary introduction to help communicate your intention for information only. Remember, this is their first impression of you. Be formal and professional in your correspondence. You can approach your colleagues, department SAO, or your professional associations for UCLA connections.

Searching and Preparing
• Research the field, company, organization that you want to know more about. Consult with family, friends, faculty, coworkers, supervisors, UCLA Alumni (BruinWorks.com) to find people in the fields that interest you.
• Contact the person via email or phone.
• Arrange a convenient time for the contact to meet such as a lunch or a coffee break (30 minutes).

BRUINWORKS
UCLA alumni database is an online networking resource available to help you find fellow Bruins. You can research where other Bruins are working, learn about different careers, explore your own career options, and build a professional network. Complete access to BruinWorks is limited to UCLA degree holders. For more information, go to bruinworks.com.

THE INFORMATIONAL INTERVIEW
One of the best ways to find out what an industry, company, or position is really like is to speak with people in careers that you are considering and learn how your graduate degree can be applied. No one else can give you a better sense of the real life experiences, the challenges and opportunities, the specifics and perhaps hidden demands, and the drawbacks and limitations of the career field. Ideally, speaking to someone in the company who has an advanced degree, or knows the positions that are filled with advanced degree candidates would be most beneficial.

What exactly is an Informational Interview?
An informational interview is a highly focused information gathering session with a networking contact designed to help you choose or refine your career path by giving you an insider point of view.
• Be prepared to speak about yourself (major, interests, interest in the field, your experiences, etc.).
• Have a list of specific questions ready to ask (be mindful of the contact’s time and schedule).
• Bring a professional folder with a notepad inside, pen, and copies of your resume.
• **Do not ask for a job!** Your goal is to gather information, develop contacts, and discover potential opportunities.

**During the Informational Interview**
• For a face-to-face meeting, dress in professional attire.
• If you meet at the company’s site, ask contact for a tour.
• For email/phone, correspond, and speak professionally.
• Express your appreciation to them for taking the time to speak with you.
• Ask the questions you’ve prepared in advance (see samples that follow).
• Jot down notes.
• Be mindful of the time.
• Ask the contact for their card and if you can follow up with them in the future.

**Post Informational Interview**
• Within 24 hours, send the contact a thank-you card (preferred) or email.
• As you continue to explore, keep the contact updated about your progress.
• If you decide to pursue the field, ask the contact if they would be willing to review your resume and provide feedback.

**Potential Questions to Ask**
You should develop basic questions about the career field to fit your particular knowledge and experience level. Depending on the interest and willingness of your contact to talk, you may have an opportunity to ask more specific personal, company, and industry questions.

**Potential Questions to Ask**
(Based on your research, choose a few important/specific questions to keep within your meeting timeframe).
• What do you do as a ___________________?
• How did you get started? What was your path? What is your educational background?
• What skills/qualities does it take to be successful in this field?
• What are the entry-level jobs in this field? What does the career ladder look like?
• What do you find most/least satisfying about your job? Rewards? Challenges?
• What trends/developments do you see affecting career opportunities?
• Can you share advice with me on how to transition in this field?
• What is the “culture” of your company?
• Are there additional resources you suggest that I look into that would be beneficial for me?
• Do you have suggestions of other people I can be referred to, to learn more?
• May I contact you in the future, should I have any more questions?

*Visit the Career Center Library for books on this topic.*
JOB SEARCH STRATEGIES AND TIPS

TEN TIPS FOR FINDING JOB OPPORTUNITIES

1. Know (generally) what you want and what you have to offer.

2. Create and practice your 30- to 60-second “pitch” which describes who you are, what you are seeking, what you can offer.

3. Identify employers—create a list of employers in your industry and review their websites. Do they recruit graduate students? Do they have special programs for recruiting graduate students?

4. UCLA resources: BruinView™, Employer Information Sessions, Career Fairs (review participating employers ahead of time on the career center website).

5. Network—tell people about your plans, talk to professionals, help others.

6. Review job search websites—use the keywords/search terms relevant to your interests.

7. Join professional associations—attend meetings, review their job board.

8. Review professional journals—stay up-to-date in your field; many companies advertise job openings.

9. Informational interviews—learn strategies, meet with professionals.

10. Review employment agencies and executive recruiters—specific to industries; you do not pay for this service.

People find jobs in all sorts of ways. Don’t be shy about letting people know you are looking for a position. Sharing your 30-second pitch will help them to know what you are looking for and allow them to refer you when opportunities arise. Do not depend on others to find you a job. Searching for a job is a full-time job. Be proactive.

NON-ACADEMIC EMPLOYMENT RESOURCES

**BruinView™ Listings**
Thousands of current full-time career positions and internships available throughout Southern California and nationwide are advertised online exclusively for UCLA students and eligible alumni. You can tap into BruinView™ 24 hours a day. It’s fast, easy, and convenient. Employers from throughout greater Los Angeles and from UCLA academic and administrative departments also use BruinView™ to list hundreds of part time and seasonal employment opportunities each month.

**BruinView™ On Campus Recruiting Program (OCR)**
Many employers conduct interviews on campus with undergraduate and graduate students for entry level career opportunities, summer jobs, and internships. Positions are available in accounting, aerospace and defense, consulting, education, electronics, engineering, financial services, healthcare, high tech, manufacturing, marketing, retail management, sales, government, and other professions. Log on to career.ucla.edu for details.

**Career Fairs**
Our career fairs provide convenient one-stop shopping for positions with Fortune 500 corporations, as well as small and mid-size companies, non-profits, government, and school districts. Held several times throughout the school year, career fairs provide a wonderful opportunity to develop contacts with recruiters, explore new career options, and identify current full time positions, summer jobs, and internships. For participating employers, details, and updates, go to career.ucla.edu/CareerFairs.

The versatile PhD

**Versatile PhD**—This online resource helps graduate students identify and prepare for possible non-academic careers. It is mainly for humanities and social science graduate students, but other grad students can also benefit. UCLA graduate students have access to premium content which includes detailed profiles of interesting careers, career autobiographies by PhDs in various work settings, and resume and cover letters that are real and resulted in a PhD or ABD getting his or her first non-academic job!

career.ucla.edu/Students/PhDMastersCareer Svcs/Overview/uclaversatilephd.aspx
NETWORK YOUR WAY TO A JOB

MANY PEOPLE USE the internet as their sole job search technique. Unfortunately, statistics show that only 10% to 20% of jobs are ever published—which means that 80% to 90% of jobs remain hidden in the job market. For this reason, networking remains the number one job search strategy.

NETWORKING DEFINED
A network is an interconnected group of supporters who serve as resources for your job search and ultimately for your career. Some great network contacts might include people you meet at business and social meetings who provide you with career information and advice. Students often hesitate to network because they feel awkward asking for help, but it should be an integral part of any job search. Though you might feel nervous when approaching a potential contact, networking is a skill that develops with practice, so don’t give up. Most people love to talk about themselves and their jobs and are willing to give realistic—and free—advice.

EIGHT KEYS TO NETWORKING
1. Be Prepared Define what information you need and what you are trying to accomplish by networking. Remember, your purpose in networking is to get to know people who can provide information regarding careers and leads. Some of the many benefits of networking include increased visibility within your field, propelling your professional development, finding suitable mentors, increasing your chances of advancement and perhaps finding your next job.

Know yourself—your education, experience and skills. Practice a concise, one-minute presentation of yourself so that people will know the kinds of areas in which you are interested. Your networking meeting should include the following elements: introduction, self-overview, Q&A, obtaining referrals, and closing.

2. Be Targeted Identify your network. For some, “I don’t have a network—I don’t know anyone,” may be your first reaction. You can start by listing everyone you know who might be a potential prospect: family members, friends, faculty, neighbors, classmates, alumni, bosses, co-workers, and community associates. Attend meetings of organizations in your field of interest and get involved. You never know where you are going to meet someone who could lead you to your next job.

3. Be Professional Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.

4. Be Patient Heena Noorani, research analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, “Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to pay off.”

5. Be Focused on Quality—Not Quantity In a large group setting, circulate and meet people, but don’t try to talk to everyone. It’s better to have a few meaningful conversations than 50 hasty introductions.

Don’t cling to people you already know; you’re unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards so you can later contact the people you meet.

6. Be Referral-Centered The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.

7. Be Proactive Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or email if appropriate. Ask if you can follow-up the conversation with a phone call, or with a more in-depth meeting in the near future.

8. Be Dedicated to Networking Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

Written by Thomas J. Denham, managing partner and career counselor of Careers in Transition LLC.

QUESTIONS TO ASK DURING NETWORKING OPPORTUNITIES
• What do you like most (least) about your work?
• Can you describe a typical workday or week?
• What type of education and experience do you need to remain successful in this field?
• How does your company view applications from graduate-level candidates?
• What are the future career opportunities in this field?
• What are the challenges in balancing work and personal life?
• Why do people enter/leave this field or company?
• Which companies have the best track record for promoting minorities?
• What advice would you give to someone trying to break into this field?
• With whom would you recommend I speak? When I call, may I use your name?

DO’S & DON’TS OF NETWORKING
• Do keep one hand free from a briefcase or purse so you can shake hands when necessary.
• Do bring copies of your resume.
• Don’t tell them your life story; you are dealing with busy people, so get right to the point.
• Don’t be shy or afraid to ask for what you need.
• Don’t pass up opportunities to network.
**JOB SEARCH METHODS**

*THERE ARE MANY WAYS* of looking for a job and each method has its pros and cons. Present below are some of the most popular job search techniques. UCLA Career Counselors are available to help you with Job Search Strategies.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>BENEFITS</th>
<th>CHALLENGES</th>
<th>TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAREER FAIRS</td>
<td>Opportunity to meet with a number of recruiters in person and in one location; Build networking contacts.</td>
<td>Not all fields and areas of study are equally represented; students with very specific career goals may benefit from seeking industry-specific fairs. Limited graduate-level recruitment.</td>
<td>Plan ahead and research companies attending; follow up to learn about opportunities in your area of interest.</td>
</tr>
<tr>
<td>ON-CAMPUS INTERVIEWS</td>
<td>Primary way in which companies recruit for business and technical positions; employers are specifically seeking UCLA students for their positions.</td>
<td>Not all industries use on-campus interviewing as a recruitment strategy.</td>
<td>Check BruinView™ on a regular basis paying close attention to resume drop deadlines and interview sign-up schedules.</td>
</tr>
<tr>
<td>BRUINVIEW™</td>
<td>Access to a wide variety of jobs posted by employers who are not coming on campus to interview.</td>
<td>Not all fields and areas of study are equally represented.</td>
<td>Check job postings regularly as they come in on a daily/weekly basis.</td>
</tr>
<tr>
<td>NETWORKING</td>
<td>One of the top job search strategies to identify potential job opportunities and learn more about a position, company, or industry.</td>
<td>It takes time and effort to build your network; requires skill in organizing contacts and following through on recommendations received.</td>
<td>Join student organizations relevant to your interests; Subscribe to relevant networking groups on LinkedIn; join the Career Center’s Facebook group and follow us on Twitter.</td>
</tr>
<tr>
<td>TARGETED SEARCH</td>
<td>Allows you to be more proactive and take charge of your search, instead of waiting for companies to post positions.</td>
<td>Takes investment of time to research and tailor your resume/cover letter to organization and the position.</td>
<td>Use resources such as the UCLA Career Center Library and Career Lab, Chamber of Commerce, and employer directories.</td>
</tr>
<tr>
<td>INTERNET</td>
<td>May help you identify types of positions available.</td>
<td>Overwhelming number of sites and positions to sift through; may not receive responses.</td>
<td>Check listing of recommended sites on career.ucla.edu/PhDMasters job search link.</td>
</tr>
<tr>
<td>PROFESSIONAL ASSOCIATIONS</td>
<td>A source of networking information and career opportunities; build contacts with individuals who share you professions interests.</td>
<td>Entry-level positions for graduate students may be limited; may need to belong to association to access job postings.</td>
<td>Ask faculty to suggest professional associations to research; use Career Library resources to identify top associations.</td>
</tr>
<tr>
<td>EXECUTIVE RECRUITERS/EMPLOYMENT AGENCIES</td>
<td>Helpful in identifying local businesses and employment opportunities.</td>
<td>Their client is the employer, not you, so will send multiple candidates. Never pay a fee—the employer pays this.</td>
<td>Research each agency before signing any contract; talk to others who have used employment agencies. Some agencies are industry specific.</td>
</tr>
</tbody>
</table>

Adapted with permission from Penn State Career Services studentaffairs.psu.edu/career/students/job_search.shtml#strategies
APPLICATION MATERIALS: RESUME, COVER LETTER, REFERENCES, THANK-YOU

RESUME

A resume is a bit different than a CV. The basic difference between a CV and a resume, besides the length, is that the CV represents all the work you have done, including research, publications, and presentations. The resume is directed to a specific employment position as a way for the employer to assess a match between your skills and their needs. The resume is limited to one page (sometimes two) and an employer spends only 30-45 seconds reviewing it. It is important for graduate students to determine if a resume or a CV is required.

It is essential to target your resume to the position. Yes, this means you may have more than one resume. All documents should be in formal business format with hard copies printed on resume paper. Resume paper (a special bond paper (20 lb., 24 lb., or 28 lb. weight) is available at office supply stores and the UCLA Bookstore.

RESUME FORMATS

There are three basic formats for resume preparation: chronological, functional, and combination. Your personal situation will determine which is best for you.

Chronological Format

Chronological resumes are the easiest to prepare and read, and the most commonly used. This format is a structured sequence of your education, experience, and skills listing the most recent first. Previous positions follow in reverse chronological order.

Functional Format

The functional format places less emphasis on the tasks performed in a specific job, and more emphasis on grouping skill sets pertinent to the job. Targeted skill sets might be reported as management, marketing, leadership, finance, and so on. The functional format is often used by job seekers who are making a drastic career change and want to emphasize their transferable skills.

The Combination Format

As the name implies, the combination format merges elements of both the functional and chronological resume. It stresses skills and capabilities, but adds positions, employers, and dates. The main advantage is that it shows the potential employer where and when you gained the skills you are highlighting. If you have a stable employment record, it is important to include a job history to help remove some of the doubts that often rise in the minds of employers reading functional resumes.

SECTIONS OF THE RESUME

Heading

At the top of the page, list your name, mailing address, email address, and a telephone or cell number.

Keep your outgoing messages and email address professional. Regularly check your messages!

Objective (optional)

When used, state your objective succinctly. Avoid lengthy, meaningless statements, such as “A challenging and rewarding assignment in a dynamic company that will use my exceptional managerial skills.”

Summary of Qualifications

Graduate students are more likely to use this, particularly if they have several years of experience and/or technical skills they want to bring to the attention of prospective employers. The key word is “summary.”

Education

List “Education” before “Experience”. As your career moves on, this will be the reverse.

List in reverse chronological order: Institution, location, degree/field of study, graduation or expected graduation date

Relevant Coursework (optional)

May be helpful to use when pursuing technical careers related specifically to the degree you are seeking. Select only the most pertinent coursework.

License/Certification/Credentials

Any license, certification, or credential that directly relates to the position would be listed here rather than the end.

Experience

Experience is anything that is paid or unpaid. You may choose to have more than one experience category, using titles that target the position and/or your strengths. Examples are: Related Experience, Teaching, Finance, Marketing, Computer Science, Writing, and so on. Use reverse chronological order within each section.

Skills

Some “skills” categories to consider (target the position requirements):

- Leadership
- Language
- Research
- Laboratory
- Communication
- Technical
- Interpersonal Skills
- Computer
APPLICATION MATERIALS: RESUME, COVER LETTER, REFERENCES, THANK-YOU continued

ADDITIONAL SECTIONS: HONORS/AWARDS, ACTIVITIES, RESEARCH, PUBLICATIONS

- List student organizations, professional associations and committees, indicating any offices held.
- University activities that show evidence of leadership, initiative, community involvement or the use of special skills may be listed under “Leadership.”
- Organize the information to highlight your greatest skills and achievements.
- Academic honors (Dean’s List, honor societies, and scholarships). If space is limited, include in “Education.”
- For anything else, simply create an appropriate heading in your resume so that it gets the attention it merits.

TIPS FOR CRAFTING YOUR RESUME

Proofread!
Check and double check to make sure the finished draft contains no mistakes in spelling, punctuation, and grammar.

Content
- Target the resume. Review the skills and qualifications that are required, and match with those that you have.
- Emphasize accomplishments and results that are most likely to increase your appeal as a job candidate.
- Use strong action verbs to describe tasks performed.
- Use a “bullet” format, listing one task or accomplishment per line.
- Use titles that are descriptive of your responsibilities; for example, “Accounting Clerk Intern” is much more descriptive than “Intern.”

Layout
Create margins no less that .5” and no larger than 1” on all sides. Leave sufficient white space to create an uncluttered, organized look. Be consistent in your use of indentations, capitalization, fonts, and spacing, underlining.

Paper
For hard copies, use resume paper: high-quality 8 1/2” x 11” bond in white or ivory, laser printed, on one side only.

If mailing, use envelopes that match. Available in office supply stores and the UCLA bookstore.

Length
Limit your resume length to one page—two at the most. Employers will not want to read more.

Appearance
Choose a standard, easy-to-read font (such as Arial, Calibri, Century Gothic, or Times) in a 10-12 point size.

Use bold or italicize words/bullet-points judiciously; computer-based resume scanning systems may have difficulty “reading” italicized fonts. No flashy graphics, ever.

COVER LETTER

Always send a cover letter with your resume, unless the instructions state specifically not to send one.

It is the opportunity to elaborate on a few of the skills and traits you have that fit the job. It is also a place to demonstrate your enthusiasm for the position.

- Target your message. What do you bring to the position that will benefit the employer?
- Relate your skills and experience to a specific position in a specific organization.
- Show how your credentials match the requirements of the job.
- Explain how these credentials can make a tangible contribution to a prospective employer.
- Incorporate information that reflects your knowledge of the company, its industry, and relevant issues.
- Follow standard business protocol.
- Use the same font and paper that you used for your resume.

REFERENCES

You do not generally list your references on your resume, nor do you include them in the application. Instead, type them on a separate sheet of paper, using the same heading as your resume, and take them along to the interview.

THANK-YOU LETTER

Always send one! After an interview, send a thank-you card, letter, or email. It is a professional courtesy and demonstrates your consideration, enthusiasm, and appreciation for the opportunity to interview. A brief, to-the-point letter can be effective and can sometimes be the difference between getting the job or not. Check the letter carefully for grammar and spelling, and make sure you have the interviewer’s name and title correct.

- Thank the interviewer for his or her time and interest in meeting with you and explaining the position.
- Emphasize the skills, strengths, and abilities you can bring to the job.
- Express your interest in the position.

Visit the Career Center Library for books on this topic.
RESUME TEMPLATE

Name
Home Address
Phone · Email

PROFILE/OBJECTIVE (OPTIONAL)

EDUCATION
PhD, Degree concentration date expected or received
University of California, Los Angeles

MA/MS. Degree, Major month/year
Institution, City, State

BA/BS Degree, Major (Minor) month/year
Institution, City, State

LICENSURE/CERTIFICATION
(List here, especially if relevant to position; e.g. CFA, MFT, CPA, teaching credential)

EXPERIENCE (List in reverse chronological order—In order to highlight types of experience, use separate categories)

Title, Institution, city, state dates
(List tasks, accomplishments using action verbs and bullet point format)

HONORS

AWARDS

ACTIVITIES

SKILLS
Computer
Laboratory (if applicable)
Technical (if applicable)
Language (List language and level of proficiency)

Note: Experience sections can also include Clinical, Supervisory, etc.—target to the job to which you are applying.
RESUME TEMPLATE FOR MFA STUDENTS (SCREENWRITING)

Josephina Bruin
Home address
phone number • Email address

EDUCATION

University of California, Los Angeles Expected June 20XX
Master of Fine Arts, Film and Television: Screenwriting

Portfolio: “Give title of work completed or in progress”

University of California, Los Angeles June 20XX
Bachelor of Arts, English

SCREENWRITING AWARDS
Semi-Finalist, (Best Short Film), Malibu Film Festival, Title (drama), year
Nominee (Best Short Film), Fabulous Film Festival, Title (drama), year
Finalist, (Best Short Film), UCLA Student Competition, Title (comedy), year

FEATURE FILM
Title (comedy), year, your role (screenwriter, producer, director), notable screenings/film festival, (Production Company)
Title (drama), year, your role (screenwriter, producer, director), (Production Company)

SHORT FILM
Title (comedy), duration, year, your role (screenwriter, producer, director), (Production Company)
Title (drama), duration, year, your role (screenwriter, producer, director), (Production Company)

TELEVISION
Title (action adventure), year, your role (screenwriter, producer, director), (Production Company)
Title (action adventure), year, your role (screenwriter, producer, director), (Production Company)

VIDEO
Title (comedy), year, your role (screenwriter, producer, director), (Production Company)

ADDITIONAL HEADINGS: RADIO, FILM CREDITS, STAGE PLAYS

IN DEVELOPMENT
Title (comedy), short film, your role (screenwriter, producer, director)

WORK EXPERIENCE

Production Assistant, Script Department, NBC Universal, Universal City, CA dates
• Assist Voice over Coordinator with editing scripts and scheduling meetings with talent

Intern, Lionsgate Entertainment, Santa Monica, CA dates
• Read scripts and wrote coverage
• Participated in brainstorming sessions

TECHNICAL SKILLS: Avid, Final Cut Pro, Photoshop, Illustrator, MS Word, PowerPoint, Excel, Publisher
Patricia Bruin
31 ABC Avenue, Westwood, CA 90095 • 310-555-5555 • pbruin@ucla.net

EDUCATION
MS, MATERIAL SCIENCE & ENGINEERING Expected June 2012
University of California, Los Angeles GPA: 3.7/4.0

Honors/Awards: UCLA Graduate Student Fellowship
• Used stochastic simulation techniques to gain insights into polymer structure
• Pursuing unique integrated approach to develop new molecular models better suited to designing optimal industrial processes.


BS, NATURAL SCIENCE AND CHEMICAL ENGINEERING June 2009
University of California, Irvine GPA: 3.4/4.0

Honors/Awards: Sigma Xi Engineering Research Honors Society (2004); Mobil Prize for Best Performance in Chemical Engineering, University of California, Irvine (2003); Senior Scholarship for Outstanding Academic Performance, UC Irvine (2002)

INDUSTRY EXPERIENCE
BAXTER, BIOSCIENCE SUB-BUSINESS RESEARCH & DEVELOPMENT, Los Angeles, CA July 2009 - Present

Systems Analyst / Programmer August 2011 - Present

Engineer Associate
• Performed engineering assignments including investigations, product impact assessments, and laboratory studies using Labview and MS Project to solve problems
• Removed a bottleneck to allowing doubling of a plant’s capacity which increased capital savings
• Wrote software for simulating complex distillation processes that was adopted throughout the department

AMGEN PHARMACEUTICALS, Thousand Oaks, CA Summer 2008

Research Assistant
• Assisted with designing a systematic method to raise glass transition temperature of vaccines
• Contributed to reduction of refrigeration costs by allowing a higher storage temperature for the vaccines.

UNIVERSITY OF CALIFORNIA, Los Angeles GPA: 3.5 / 4.0

GPA: 3.4/4.0

BS, NATURAL SCIENCE AND CHEMICAL ENGINEERING  Expected: May 2013
University of California, Los Angeles

Honors/Awards: Sigma Xi Engineering Research Honors Society (2004); Mobil Prize for Best Performance in Chemical Engineering, University of California, Irvine (2003); Senior Scholarship for Outstanding Academic Performance, UC Irvine (2002)

AMGEN PHARMACEUTICALS, Thousand Oaks, CA Summer 2008

Research Assistant
• Assisted with designing a systematic method to raise glass transition temperature of vaccines
• Contributed to reduction of refrigeration costs by allowing a higher storage temperature for the vaccines.

UNITED STATES ATOMIC ENERGY AUTHORITY, Washington, DC Summer 2007

Engineer Intern
• Worked for fluid mechanics groups on technical consulting projects for the petroleum industry.
• Incorporated new algorithms into pipeline simulation modules and achieved tenfold increase in speed.
• Frequently delivered presentations to clients.

LEADERSHIP
Student Leaders/UCLA Council of Material Scientists, UCLA President 2006 - Present
• Leader in this group of 200 students that promotes collaboration between five major research universities.
• Organized videoconferences to allow students to share research ideas.
• Planning summer retreat to further student collaboration.
• Investigating ways to promote science and technology in secondary schools and the community.

HONORS & AWARDS
Dean’s List
Recipient of Academic Scholarship; $4000- UCLA Department of Computer Engineering

COMPUTER SKILLS
MatLab, Access Databases (SQL), Labview, Auto-Cad, SolidWorks, ANSYS Word, Excel, PowerPoint and MS Project

TECHNICAL SKILLS
Microscopy (Light and Electron), Advanced Characterization Techniques (XPS, AFM, EDX)

INTERNATIONAL STUDENT RESUME SAMPLE

WAI KWONG (PETER) LEE

CURRENT ADDRESS
1234 Strathmore Street
Los Angeles, CA 90025
Phone: (310) 869-5432
waikwong@ku.edu

PERMANENT ADDRESS
843 Tung Lung House
Flat 4, 6/B
Kowloon, Hong Kong
Phone: 123-4567-8910

OBJECTIVE
To obtain a software engineering position with emphasis on communication software development.

EDUCATION
Master of Science in Computer Science Expected: May 2013
University of California, Los Angeles (UCLA)
GPA: 3.5 / 4.0

Bachelor of Science in Computer Engineering The University of Hong Kong Pokfulam, Hong Kong
• Globally recognized and ranked as the #1 university in both Hong Kong and China

RELEVANT EXPERIENCE
Systems Analyst / Programmer – University of California, Los Angeles August 2011 - Present
Academic Technology Services
• Helped implement inter-departmental computer communications systems (Outlook)
• Wrote FOCUS programs to extract information from student records database
• Established supercomputer connection with XYZ State University
• Coordinated and presented training sessions for computer users in the Department of Student Affairs

University of California, Los Angeles Graduate Student Research Associate December 2012 - Present

• Investigate energy efficient scheduling algorithms for multiprocessor systems
• Focus on approximation and online algorithms with provable optimality guarantees

LEADERSHIP EXPERIENCE
Vice President of International Students Association - (UCLA) 2012-present

HONORS & AWARDS
Dean’s List
Recipient of Academic Scholarship; $4000- UCLA Department of Computer Engineering

COMPUTER SKILLS
Programming Languages: C/C++, C#, Core Java
Mobile Programming: Java: J2ME, Java: Android
Web Specifics: ASP.NET, HTML, JavaScript
Database: SQL Server 2008, Oracle 10g, MySQL
Operating System: Windows 7/Vista/XP, Linux (Ubuntu)
Other Software: MATLAB, AutoCAD, Adobe Photoshop, MS Office Suite

LANGUAGE
Fluent in English, Chinese (Mandarin and Cantonese)
Proficient in French
CURRICULUM VITAE (CV) VS. RESUME

NOTE: This is intended as a general guideline. There are enormous variations among fields. Please check with an advisor to be sure that you are using the standard in your academic field. A resource for sample CVs in various disciplines is The Curriculum Vitae Handbook by Rebecca Anthony and Gerald Roe (Rudi Publishing: Iowa City, 1994), available in the UCLA Career Library.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CURRICULUM VITAE</th>
<th>RESUME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE IDENTITY</td>
<td>Present a scholarly identity. A curriculum vitae includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details.</td>
<td>Present a professional identity. A resume is a summary of your skills, experience, and education.</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Two to three pages (can be many more for senior scholars/researchers).</td>
<td>One page (up to two, depending on years of experience).</td>
</tr>
<tr>
<td>WHEN EACH IS USED</td>
<td>Used primarily when applying for academic, education, scientific, or research positions. It is also applicable when applying for fellowships or grants.</td>
<td>Used as an application to target a specific job posting, internship, or part-time opportunity.</td>
</tr>
<tr>
<td>CONTENT</td>
<td>List everything related to your accomplishments in academia: educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details.</td>
<td>List that which is relevant to your qualifications for the position: education, employment history, experience and skills. The goal of a resume is to get an interview.</td>
</tr>
<tr>
<td>FONT</td>
<td>12 point font.</td>
<td>10 - 12 point font.</td>
</tr>
<tr>
<td>MARGINS</td>
<td>1” on all sides.</td>
<td>.5” to 1” on all sides.</td>
</tr>
<tr>
<td>NAME</td>
<td>Place at top, centered.</td>
<td>Place at top, centered—left or right justified also acceptable</td>
</tr>
<tr>
<td>HEADING</td>
<td>Write “Curriculum Vitae” at top, either above or below name—typical for humanities/social sciences. Not written for science, math, economics, or any technical fields.</td>
<td>Never write &quot;Resume.&quot;</td>
</tr>
<tr>
<td>DATE</td>
<td>Optional listing. Place under the words “Curriculum Vitae”, or can be noted at the end of the CV.</td>
<td>Never listed.</td>
</tr>
<tr>
<td>ADDRESS</td>
<td>List both institution and home.</td>
<td>List home (ok to list permanent and current addresses).</td>
</tr>
<tr>
<td>PERSONAL INFORMATION</td>
<td>Address, phone, email are the only personal information to be listed. The following is never included on a CV in the United States: birthdate/age, marital status, birthplace, citizenship, race, or a photograph.</td>
<td>Address, phone, email are the only personal information to be listed. The following is never included on a Resume in the US: birthdate/age, marital status, birthplace, citizenship, race, or a photograph.</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Always listed first. List degree first, then the institution. List dissertation/thesis title.</td>
<td>List first when education is recent and/or it pertains specifically to the position. Experience would be listed first if you have years of work experience that surpasses education in relevance.</td>
</tr>
<tr>
<td>LICENSURE/ CERTIFICATION</td>
<td>List when applicable to career field.</td>
<td>List when applicable to career field.</td>
</tr>
</tbody>
</table>
### CURRICULUM VITAE (CV) VS. RESUME continued

<table>
<thead>
<tr>
<th>CATEGORY</th>
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<th>RESUME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESEARCH INTERESTS</strong></td>
<td>Briefly list topics of interest. (e.g. cognitive development, affective decision-making, cultural differences in cognitive development)</td>
<td>Not included in a resume.</td>
</tr>
<tr>
<td><strong>EXPERIENCE SECTION</strong></td>
<td>Research is listed first for tenure track positions. With adjunct positions, more flexibility to put Teaching first.</td>
<td>Target the resume to the position—therefore, the most relevant experience is listed first, whether it is Teaching, Research, Clinical, or Industry.</td>
</tr>
<tr>
<td><strong>RESEARCH EXPERIENCE</strong></td>
<td>List position, lab, location, and dates, with bullet points to detail duties and accomplishments. Include name of supervisor and/or PI.</td>
<td>List position, laboratory, location, and dates with bullet points to detail duties and accomplishments.</td>
</tr>
<tr>
<td><strong>TEACHING EXPERIENCE</strong></td>
<td>List your title (Lecturer, TA,) and course title, but no course number. Do not list duties or description unless you have designed and/or sole-taught the course.</td>
<td>List your title and course title, but no course number. Use bullet points to list duties and accomplishments.</td>
</tr>
<tr>
<td><strong>PUBLICATIONS</strong></td>
<td>List all publication using the appropriate citation style from your field of study (APA, MLA, or Chicago).</td>
<td>Optional section. If you list any, select only a few of the most relevant (with appropriate citations).</td>
</tr>
<tr>
<td><strong>FELLOWSHIPS</strong></td>
<td>List separately, or with Honors/Awards. List vertically.</td>
<td>Include with “Honors/Awards.” List horizontally.</td>
</tr>
<tr>
<td><strong>HONORS/AWARDS</strong></td>
<td>List vertically</td>
<td>List horizontally.</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td>List vertically, with proficiency in reading, writing, and speaking.</td>
<td>List in separate section or within Skills section—can list horizontally which saves space.</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>List skills pertinent to field: computer, laboratory, technical, statistical databases, etc.</td>
<td>List skills pertinent to field: computer, laboratory, technical, statistical databases, etc.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL AFFILIATIONS</strong></td>
<td>List vertically.</td>
<td>Include if the affiliations are pertinent to the position.</td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td>List vertically with name, title, address, phone, and email. <em>(Jane Smith, PhD or Jane Smith, MD, not Dr. Jane Smith.)</em></td>
<td>Not listed on resume—use a separate sheet and submit only when requested.</td>
</tr>
<tr>
<td><strong>HEADINGS CAN BE ADDED BASED UPON YOUR UNIQUE EXPERIENCES AND BACKGROUND</strong></td>
<td>Examples of additional HEADINGS may include: Invited Talks, Conferences, Media Coverage, Department/University Service (committees), Extracurricular Activities (student groups), Community Involvement, etc.</td>
<td>HEADINGS are generally targeted to a specific job in order to highlight that you have the experience the employer seeks. Examples of additional HEADINGS may include: Management Experience, Leadership Experience, Writing Experience, Publishing Experience, Sales Experience, etc.</td>
</tr>
</tbody>
</table>
SALLY BRUIN
1234 Rose Avenue, Long Beach, CA 90002, (562) 555-1234 sbruin@ucla.net
(Academic contact information not needed)

OBJECTIVE
Seeking a position as a program coordinator for a private foundation specializing in adolescent education and development.

The Objective section (which is optional) should be a clear and concise statement identifying your desired position or targeted industry. Typically this statement is tailored toward the specific position or employer you are targeting.

EDUCATION
Ph.D., Developmental Psychology, University of California, Los Angeles, Expected June 2013
MA, Developmental Psychology, University of California, Los Angeles, June 2008
BA, Psychology, University of Pennsylvania, December 2002

LICENSURE/CERTIFICATION (if applicable)

SUMMARY OF SKILLS
This section allows you to highlight the specific transferable skills that are most relevant to the target job.

Project Design and Development  Assessment and Evaluation  Project Supervision
Fellowship and Grant Writing  Coordination of Child Services  Diversity Awareness
Data Tracking and Statistics  Conversational Spanish  SPSS, Excel, Word, PowerPoint, WordPress

PROFESSIONAL EXPERIENCE

Program Evaluator
University of California, Los Angeles, June 2010 – Present
• Evaluate content, programming, and accessibility of after-school programs
• Interview participating students to assess program effectiveness
• Facilitate communication between program administrators, parents, and students
• Initiated a data tracking system that increased funding opportunities for programs
• Devise solutions for increasing program accessibility for diverse student populations
• Present findings and recommendations for strategic planning and development

Project Coordinator/Supervisor
University of California, Los Angeles, August 2008 – July 2009
• Consulted with area high school students and staff to identify needs
• Oversaw the development of school-based programming for urban adolescents
• Supervised and trained a group of undergraduate students in program implementation

Psychological Evaluator
Santa Monica Child Guidance Center, Santa Monica, CA, August 2007 – July 2008
• Assessed children, adolescents, and mothers for diagnosis and treatment
• Coordinated treatment planning meetings with families, teachers, and staff
• Prepared written reports for treatment and insurance providers

GRANT WRITING EXPERIENCE
• Awarded three grants for child and adolescent development research

PROFESSIONAL ASSOCIATIONS
American Psychological Association of Graduate Students
American Psychological Association, Child, Youth, Family Services Division
Association for Psychological Science
SAMPLE LIST OF REFERENCES

Roger Bruin
501 Westwood Plaza · Los Angeles, CA 90095 · 310.555.5555 · rbruin@ucla.net

REFERENCE LIST

Mr. Samuel Rivers
Director, Big Brothers Big Sisters of LA
800 South Figueroa St. Suite 620
Los Angeles, CA 90017
(310) 555-5555
sr@bbbslaie.org
Relationship: Supervisor

Ms. Brenda Smith
Owner, Market Café
1111 Montana Ave.
Santa Monica, CA 90403
(310) 999-9999
bsmith@market.net
Relationship: Employer

Dr. Sally Wonder
English Professor, University of California, Los Angeles
158 Humanities Building
Los Angeles, CA 90095
(310) 555-5555
wonder@ucla.net
Relationship: Professor

Use the same heading as your resume to create a “letterhead” for your documents
June 12, 2012

Dr. Steven Koblik
President
The Huntington Library, Art Collections, and Botanical Gardens
1151 Oxford Road
San Marino, CA 91108

Dear Dr. Koblik,

I am submitting my resume for the position of Director of Education at The Huntington Library, Art Collections, and Botanical Gardens that was posted on your website. I am delighted to find this opportunity that would allow me to contribute my experience in both education and art history to the success of the Huntington Library. I will complete my PhD in Art History from UCLA this summer. I have both a Master's Degree in Education and a California Teaching Credential. I taught European History for many years before I decided to pursue my passion and continue my studies in European Art History.

As an educator for eight years, I have a strong understanding of the California's primary and secondary education system. In my role as a high school AP European History Teacher, I managed multiple course sections with over 50 students in each section. In addition, I organized all student field trips, including details for transportation, scheduling, student protocols and all the educational requirements of the program. In addition, I have worked with faculty and staff in coordinating the community volunteer programs in which over 400 students participated on a yearly basis. I have been the Team Leader for two accreditation cycles.

During my doctoral studies, I have been immersed in the study of European Art History. In fact, I am very familiar with the Huntington Library as I have visited a number of times to view the 18th and 19th century British and French Artwork that are displayed in the facility. My doctoral thesis, Thornhill: Baroque and a Continent was a study of this British Master’s approach to applying European formulas to wall and ceiling painting. This study instilled in me a great appreciation for his innovation and work.

As a very enthusiastic supporter of all art, I am equally enthusiastic in developing opportunities for others to share and learn in this field. As you see from my resume, I have published a number of articles, as well as a chapter in an academic publication. As someone with a lot of energy, I have also balanced by academic responsibilities with my volunteer work as a docent at LACMA.

Thank you for your time in reviewing my resume. I hope that you will find the combination of my work experience in teaching and my academic pursuits and related accomplishments to meet the requirements of this position. As I complete my studies this summer, my availability to begin in the position would meet the requirements of September 1, 2012. I look forward to hearing from you at your earliest convenience.

Sincerely,

Roger Bruin

Roger Bruin

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**JOB DESCRIPTION**

The Huntington Library, Art Collections, and Botanical Gardens, a collections-based research and educational institution, seeks to appoint a new Nadine and Robert A. Skotheim Director of Education. The Director is responsible for The Huntington’s extensive educational programs, with responsibility for the management and administration of a team of ten full-time employees and nine part-time employees. In addition, the Director oversees the training and management of The Huntington’s 1,070 volunteers, including its 550 docents who perform vital services in every area of the institution.

The Director serves as a member of the President’s Senior Staff, which works as a team to advise the President of The Huntington on the management of the institution. The Director also acts as the senior staff representative on the Overseers’ Committee on Education and Volunteers and works directly with The Huntington’s governing boards.

Applicants should have extensive experience in the field of education, and preferably have an advanced degree in an academic discipline. Administrative experience and knowledge of California’s primary and secondary education system are highly desired. The successful candidate will have high energy, excellent communication skills, a collaborative management style, a good sense of humor, and be highly creative. The position is open as of September 1, 2012, but the starting date for the successful applicant is flexible.